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ABSTRACT

This module assists school district personnel in training educators to investigate sex bias in physical education classrooms and to promote gender equity throughout secondary physical education programs, based on Alaska's sex equity law. The module offers learning objectives, teaching methods, time requirements, learning activities, lists of resources needed, trainer information sheets, and handouts. Contents include: exploration of issues of sex equity and physical education; effects of stereotypes in physical education; historical and legal framework of equity issues for physical education; myths and special problems related to sex equity and physical education; decline of women and minorities in athletic coaching, officiating, and administrating; preparation of lesson plans to promote equity; and regulations for individual school districts. Handouts include a sex-role stereotyping exercise, a sheet on changing attitudes, hypothetical cases of sex bias, a quiz on the myths and realities about girls in sports, typical problems associated with equity in physical education, and guidelines on evaluating athletic programs for sex bias. (JDD)

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ED 378 147

EQUITY in Physical Education

A TRAINING MODULE

developed by

Alaska Department of Education
Office of Curriculum Services

Funded by

Title IV Sex Desegregation
Technical Assistance Grant

Equity in education

THE ALASKA PROJECT

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DECEMBER 1989

INTRODUCTION TO THE MODULE SERIES

Alaska's sex equity law, which prohibits sex discrimination in public school education, was passed by the Alaska Legislature in 1981. The law has been cited as one of the strongest state sex discrimination laws in the nation. This is in part due to the fact that the regulations require school districts to establish written procedures:

1. For the biennial training of certificated personnel in the recognition of sex bias in instructional materials and in instructional techniques which may be used to overcome the effects of sex bias;

2. For the biennial training of guidance and counseling staff in the recognition of bias in counseling materials and in techniques which may be used to overcome the effects of sex bias;

3. For the review of textbooks and instructional materials for evidence of sex bias; and

4. For the replacement or supplementation of materials found to exhibit bias.

Since the implementation of these regulations, referred to as Chapter 18, many school districts have relied on the Department of Education to provide them with on-site inservice training in the area of sex discrimination. Recognizing that local school districts need their own cadre of equity trainers as well as materials, the Department of Education utilized Title IV funds for the development of a series of equity modules. Between 1986 and 1988, educators within Alaska have developed eight modules, relating directly to curriculum content areas, that are now available to all Alaskan school districts. The modules were developed and written in such a fashion that district personnel with a minimal amount of experience could conduct an equity inservice.

Modules which have been completed include:

Women in American History (Elementary)	Computer Equity (K-12)
Women in American History (Secondary)	Foreign Languages
Language Bias (K-12)	Fine Arts (Elementary)
Science (Elementary)	Mathematics (Elementary)
Physical Education (Secondary)	Health (Elementary)

The Department is continuing the development of modules in other curriculum areas, most notably World History, Geography and Literature.

The Department of Education is committed to helping school districts comply with the regulations outlined in Chapter 18 and welcomes suggestions and ideas relating to equity issues in the classroom, the school and at the district level.

School district personnel using the modules are requested to complete the evaluation sheet at the end of this module and return it to the Department of Education. This information will be used to update and improve the modules.

TITLE: SEX EQUITY AND PHYSICAL EDUCATION

PURPOSE: To investigate the sex bias in physical education classrooms and to promote gender equity throughout physical education programs.

GOAL: To provide educators the opportunity to focus on sex equity issues related to the teaching of physical education.

FOCUS: 7 - 12 Grades

LEARNING OBJECTIVE	METHOD	TECHNIQUE	TIME	ACTIVITY	RATIONALE	RESOURCES NEEDED
) Participants and Trainer will become acquainted with each other; also explore issues of sex equity and physical education.	Large or small groups	Information giving, questions/answers	20 minutes	Introduction of trainer and participants, agenda sharing, and opening discussion.	To simulate questions and review of goals and objectives.	Name tags, flip chart or newsprint, markers, tape and Handout.
) Participants will examine the effects of stereotypes in physical education.	Large group and small group	Discussion and group exercise	20 minutes	Sex-role Stereotyping Exercise	To increase the awareness and open discussion of the issues of sex equity in physical education.	Sex-role Stereotyping Exercise, pencils, chart pack, marking pens
) Participants will review the historical and legal frame work of equity issues for physical education.	Large group	Mini lecture, group discussion	15 minutes	Brief Outline Handout	To provide background information concerning sex equity facts and legal determinations.	
) Participants will brainstorm and examine myths, concerns, and special problems related to sex equity and physical education.	Large and small groups	Questioning, discussion and information sharing	30 minutes	Small group exercise	To bring to the surface myths, concerns, and problems in promoting sex equity in 7 - 12 grade phycial education.	Chart pack and marking pens, paper and pencils

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LEARNING OBJECTIVE	METHOD	TECHNIQUE	TIME	ACTIVITY	RATIONALE	RESOURCES NEEDED
) Participants will examine the decline of women and minorities in athletic coaching, officiating, and administrating.	Large and small groups	Mini lecture, open discussion and questions/answers	30 minutes	Review of information and sharing handouts	To increase the awareness of the decline in women and minorities in athletic coaching, officiating, and administrating.	Chart rack and marking pens, Handouts, paper and pencils
) Participants will prepare lesson plans to use in the classrooms to promote equity in physical education.	Large and small groups	Preparation of lesson plans	30 minutes	Develop in small groups lesson plans	To begin using information from inservice for the classroom.	Chart rack and marking pens, Handouts, paper and pencils
) Participants will review compliance regulations for their individual school districts.	Large and small groups	Mini lecture, open discussion and questions/answers	20 - 30 minutes	Review of information handouts	To investigate compliance of regulations for sex equity and physical education.	Chart rack and marking pens, Handouts, paper and pencils

MODULE CONTENT

TITLE: EQUITY IN PHYSICAL EDUCATION

FOCUS: 7 - 12 GRADES

TIME REQUIRED: Four Hours

TARGET AUDIENCE: 7 - 12 Physical Education Teachers
Coaches, Community School Directors,
Athletic Volunteers, Health Educators

HANDOUTS: Copy prior to workshop:
1 Purpose and Agenda
2 Noontime Energizers
3 Sex-Role Stereotyping
4 OPTIONAL "Changing Attitudes Is Not. . ."
5 Case Studies
6 Cinderella Wears Sneakers
7 Typical Problems Associated with Equity in Physical Education
8 Sport Phobia/Questions to Consider
9 "Typical Responses for Sport Phobia Concerns"
#10 Evaluating Athletic Programs for Sex Bias
#11 Checklist for Evaluating Title IX Compliance Progress
#12 Workshop Evaluation

BACKGROUND INFORMATION FOR TRAINERS:

1. Tibbetts, Sylvia-Lee, "Sex Role Stereotyping and Its Effects on Boys", Journal of the National Association for Women Deans, Administrators, and Counselors, Washington, D.C., Spring, 1977.

2. Schafer, Susan, "Sport Phobia", Sports Need You: A Working Model for the Equity Professional, Colorado Department of Education, May 1984.

MATERIALS: Name Tags
Flip chart or newsprint
Markers, chalk, colored pencils
Tape
8 1/2" x 11" white paper
Pens or pencils
Blackboard

PARTICIPANTS SCHOOL'S PHYSICAL EDUCATION RESOURCES

INTRODUCTION AND AGENDA REVIEW

PURPOSE: To assist the Trainer in preparing for the workshop; to introduce the participants and yourself; to explore expectations of the group, the purpose of the training, and the agenda.

ENVIRONMENT: To create an environment that will stimulate participants thinking about equity issues in physical education, the Trainer can introduce the Graffiti Exercise. Instructions are on page 9 (on Trainer Instruction Sheet #2). References and examples can be used from the statements that are created from this activity.

INTRODUCTIONS: Individual Trainers have their own introduction exercises, but these two examples begin to create discussion about workshop issues. After one of the introductory activities is finished, Trainer should do the agenda sharing discussion which follows.

TWO MINUTE MILL

PURPOSE: Participants use provocative questions to get acquainted with group members.

MATERIALS: None

TIME REQUIRED: 10 - 15 minutes

GROUP SIZE: Unlimited

PROCEDURES:

1. The Trainer asks participants to stand up, mill around in the group, and choose someone as a partner.
2. Partners exchange names and then ask each other in turn a question, such as: "What is your opinion of girls playing football?".
3. Participants then move on to find a new partner. They ask the same question during a TWO minute period.
4. After Two minutes the trainer calls time and poses a new question appropriate to Equity in Physical Education issues (questions could come from the Graffiti Exercise or Trainer's choice).

Structured Exercises in Wellness Promotion Vol. I
Nancy Loving Tubesing and Donald A. Tubesing, Editors
Whole Person Press, P.O. Box 3151, Duluth, MN 55803.

NAME TAG GAME

PURPOSE: Participants become acquainted with each other by shared information on their name tags.

MATERIALS: Name tags

TIME REQUIRED: 10 - 15 minutes

GROUP SIZE: Unlimited

PROCEDURE:

1. Participants are asked to write their names on a name tag and to respond to four questions.

2. The four questions can be related to Equity In Physical Education issues or informal information about the participants. Examples:

   - "What sport first comes to your mind for male/female students?"
   - "What can educators do to generate equity in athletics?"
   - "What's your most positive self-care trait?"
   - "What food do you have a real weakness for?".

3. People move around the room and read each other's cards. Information is shared, an informal atmosphere develops, and discussion begins.

AGENDA SHARING

The Trainer explains that Chapter 18, Alaska's State Sex Equity Regulations, requires biennial training of staff in the areas of gender bias and sex role stereotyping. This inservice satisfies that part of the law which mandates inservice training, under Chapter 18, for all certificated teachers. This inservice also focuses on recreational and athletic activities, which are specifically mentioned in the regulations.

The Trainer distributes Handout # 1, Agenda, and refers to the agenda on a flip chart. After reviewing the agenda with the group, the Trainer asks participants to list one thing that the Trainer might do to prevent them from learning during this workshop. These are listed on the chalkboard.

The Trainer shares expectations for the training with the participants and asks if there is anything confusing about the agenda.

HOUSEKEEPING ANNOUNCEMENTS

The Trainer makes announcements about restrooms, smoking areas, coffee/tea refreshments, breaks, telephone availability, etc.

ANNOUNCEMENT

PARTICIPANTS should have brought their own school's Physical Education Curriculum and/or other resources to the workshop.

ENERGIZERS

There are three Energizers: Daily Rituals, The Power of Positive Thinking, and Noontime Energizers. These are to be used after a break or whenever the Trainer feels there is a need for a change in energy.

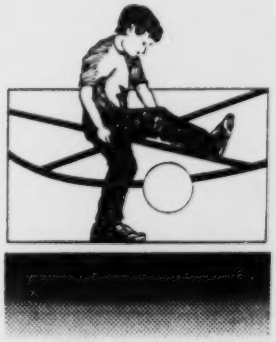
HANDOUT #1

OVERALL DESIGN AND PURPOSE FOR THE SESSION

OVERALL PURPOSE: The intent of this module is to investigate the sex bias in physical education classrooms and to promote gender equity throughout physical education programs. To share resources designed to develop equity in physical education and comprehensive health programs.

AGENDA

Time Required	Activity
20 minutes	Introductions/Agenda Sharing
30 minutes	Sex-Role Stereotyping
30 minutes	History and Legal Framework of Equity in Physical Education
30 minutes	Equity in Physical Education Brainstorming Myths, Concerns, and Problems
15 minutes	Break
30 minutes	SPORT PHOBIA - Equity in Athletic Coaching, Officiating, Administration and Governance
30 minutes	Reviewing and Developing Coed Physical Education Activities
25 minutes	Sex Equity and Physical Education Regulations and Compliance
10 minutes	Workshop Evaluation



GRAFFITI EXERCISE

PURPOSE: To stimulate first instinct responses concerning teacher behavior pertaining to sexism.

MATERIALS: Butcher paper
Colored marking pens

TIME REQUIRED: 10 - 20 minutes

GROUP SIZE: Unlimited

PROCEDURES:

1. Tape butcher paper to the walls around the room.

2. On each sheet of paper write an incomplete sentence (examples follow) related to teacher behavior pertaining to sexism.

3. As participants come in, encourage them to write whatever comes to mind as they read these thoughts, and thus complete the sentences.

4. The sentences that follow are suggestions; select some of them and/or write others.

   (Supply colored marking pens for participants to write with.)

(1) A girl who plays football is . . .

(2) A boy who likes to dance is . . .

(3) An aggressive girl is . . .

(4) My best girl student is . . .

(5) My favorite skier is . . .

(6) My favorite dancer is . . .

(7) The one student whom I would encourage to major in physical education in college is . . .

(8) A boy who says he is tired and wants to sit and watch . . .

(9) A girl who says she is ill and wants to sit and watch . . .

(10) The class leader is . . .

(11) A boy who always dresses neatly . .

(12) A girl who does a "Casey at the Bat". . .

(13) A girl who likes to wrestle . . .

(14) If a boy swears in class, I . .

(15) If a girl swears in class, I . . .

(16) My favorite method of disciplining boys is to . . .

(17) My favorite method of disciplining girls is to . . .

(18) When my class is doing a dance unit, I . . .

(19) A student behavior that really upsets me as a teacher is . . .

(20) When I choose squad leaders, I . . .

(21) When I put on skipping music for my class, I . . .

(22) A girl who beats a boy in competition. . .

(23) A boy who hits a girl is . . .

(24) A girl who hits a boy is . . .

(25) I always have more discipline problems. . .

(26) In grading, I tend to grade more strictly with . . .

(27) A boy who is not interested in sports and athletics. . .

EQUITY

in Physical Education

DAILY RITUALS

This short exercise helps participants identify and rate their small daily rituals that accompany wake-up time, lunch-time, dinner/evening time and bed-time. Participants identify at least one up-lifter for each period of the day.

PURPOSE:

1. To highlight personal awareness of daily patterns.
2. To identify a sure-fire energizer for each period of the day.

GROUP SIZE: Any size group is appropriate

TIME REQUIRED: 10-15 minutes

MATERIALS: Blank paper for each participant

PROCEDURE:

1. The Trainer points out that our days are filled with personal rituals such as brushing teeth, combing hair, reading the newspaper, a noon walk, stretching, smoking, drinking coffee, driving the same route at the same time every day watching the evening news, loading the dishwasher, asking the kids about school, etc. Most of these we repeat day after day.

   The Trainer asks participants to reflect on their personal rituals -- patterned behaviors they repeat almost every day, and list four or five for each of these time periods:

   - early morning rituals
   - noon-time rituals
   - evening/dinner-time rituals
   - bed-time rituals

2. The Trainer points out that some of these rituals are positive up-lifters, some are negative drainers and others may appear neutral. Participants are asked to quickly rate each of the 15-20 rituals they've listed according to the following scale:

   +2 -- a high vitality energizer

   +1 -- generally an up-lifter

   0 -- neutral/practical necessity

   -1 -- slight drainer

   -2 -- definitely a downer

3. Participants then select one sure-fire, quick-fix energizer for each period of the day. They may select from their list or write down anything new that occurs to them.

4. The Trainer asks the participants to share their very best high vitality rituals for each period of the day with the whole group. The Trainer records the suggestions on the chalkboard or easel paper and encourages participants to listen to the suggestions of others and make notes of any they particularly want to remember.

5. The Trainer challenges the group to be sure to engage in each of their sure-fire energizers every day without exception, and to notice, as well as appreciate the small spark of energy each provides.

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Structured Exercises in Wellness Promotion Vol II
Nancy Loving Tubesing and Donald A Tubesing, Editor's
Whole Person Press PO Box 3151 Duluth MN 55803

THE POWER OF POSITIVE THINKING

This change-of-pace exercise graphically demonstrates the close interplay of the mind/body relationship.

PURPOSE:

1. To help participants explore the mind/body connection.
2. To demonstrate for participants that negative thoughts weaken the body, while positive thoughts give it strength.
3. To provide an energizing break in the lecture/discussion routine.

GROUP SIZE: Unlimited, the more the merrier

TIME FRAME: 5 minutes

PROCEDURE:

1. The Trainer demonstrates this exercise with the help of a volunteer. The volunteer stands in front of the trainer with eyes closed, and both arms outstretched, one hand resting lightly on top of the other. First, the volunteer is instructed to recall an instance when she felt very happy, confident and proud. As soon as she has this experience clearly in mind and is feeling its joy, she is instructed to nod her head. The Trainer then presses down lightly on the outstretched hands, noting the strength of resistance.

   Next, the volunteer is instructed to recall an instance when she felt depressed and embarrassed -- and wished she could crawl into a hole to hide. As before, once she is concentrating fully on this experience she is to nod her head. The trainer again pushes down lightly on her outstretched hand, noting the weakened resistance.

   Note: Don't send the volunteer back to her seat filled with these negative feelings. Ask for a round of applause (or cheers) for her "courage". After the applause, you might even check the strength of her outstretched areas once again. The strength will have returned. (If it hasn't, you are in trouble!!)

2. The Trainer instructs participants to stand, find a partner and complete the exercise as demonstrated. The partner testing the strength of the outstretched arms is instructed to note the variation in resistance strength exhibited in conjunction with the two different mental images. Participants switch roles so each has a chance.

3. After all have completed the exercise, the Trainer asks participants for their observations on what they experienced.

Note: Most people will demonstrate greater arm strength when imaging the positive experience and a weakening of the arms when imaging the experience and a weakening of the arms when imaging the negative experience. This observation confirms the point that positive thoughts and feelings have a strengthening effect on the body, while negative thoughts and feelings dissipate energies, leaving the person weaker.

Invariably, in every group there will be some who contend that the negative image made them stronger (more rigid and uptight?), while the positive image created an arm weakness (more relaxed?). Don't make a big deal of this.

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NOONTIME ENERGIZERS

The quick exercise encourages participants to tune into their own needs and to utilize the noontime break for revitalizing themselves and satisfying more than their hunger for food.

PURPOSE:

1. To graphically demonstrate the opportunity for revitalization offered by the normal breaks built into the day.
2. To sensitize participants to the steady stream of needs they experience and to encourage them to respond creatively in ways that bring renewed vigor at the mid-day slump.

TIME REQUIRED: 5 - 10 Minutes

PROCEDURE:

1. The Trainer explains that we all have needs (hungers). These build up throughout the day and call for some satisfying responses on our part. If we don't respond, the needs become greater and we soon become fatigued. The Trainer may want to describe need patterns in the following way:

   Along with whatever else you've been doing all morning, you've been accumulating a variety of needs or hungers that are crying out for a response. Your stomach may want some food, your legs may need to stretch, etc. Not only does your body need replenishing, your soul may need to rest, too. You may be yearning for a meaningful conversation with someone of a like mind. You may just want to scream.

   If you respond to yourself and some of your nondietary needs over the lunch hour, your stress will be diminished and you will experience a renewed sense of vitality with which to tackle the afternoon. You instead charge on ahead through your "break," paying no attention to your internal signals during this noon hour, you'll face the afternoon even more tense and tired than you are now . . . and still hungry!

2. The Trainer asks the group to close their eyes and listen to the variety of needs they are experiencing at this moment. The following questions, asked one at a time, at 30 second intervals, will guide participants in the process

   - What is your body wanting right now? -- food, a stretch, a nap, exercise?
   - What does your heart need right now? -- someone to appreciate you? quiet?

- What does your mind need right now? -- a chance to blank out? or sort out ideas? a new set of ideas?
- What do you need right now from other people? -- kindness? a smile? a chance to be alone? a hug? stimulation? support?
- What does your spirit need right now? -- centering? a chance to reflect? hop?
- The Trainer comments, "You're probably in touch with quite a variety of need (hungers) you're experiencing right now."

3. The Trainer asks participants to keep their eyes closed and reflect over their own needs, considering how they could respond to as many as possible during the lunch hour.

   - What could you do for your body? (yes, besides eat !)
   - How could you refill your heart?
   - How could you use the lunch break to satisfy your need for people- contact or solitude?
   - How could you nurture your spirits?

4. The Trainer encourages participants to be clear and assertive in setting up their lunch hour to respond to as many of their needs as possible so that they may return in an hour with renewed energy, refreshed.

5. The Trainer may distribute Handout # 2, "Noontime Energizer", worksheet as additional stimulation for participants.

6. After lunch and before beginning the next session the Trainer may wish to ask the group for examples of what they did and how well their plan worked. Often the stories that emerge are delightful and stimulating.

   The Trainer may comment on the connection between such self-nurture practices and vitality saying something like, "You tell me what you do with your daily break times, and I'll tell you which ones of you are bound to burn out!"

Obviously, this exercise may be utilized before a break at any time of the day, and is not confined to the lunch hour.

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NOONTIME ENERGIZERS

Tune in to yourself and your lunch break needs.

- What do you need physically? What are your body's hungers right now?
- What do you need intellectually? What does your mind yearn for?
- What does your heart need? How is you self/other contact hunger?
- What does your spirit need?

TODAY make your lunch break a real break. Choose at least one imaginative and fun way of responding to your hungers. Here are a few ideas for starters. ENJOY!!

read a book

meditate

eat breakfast food

organize your wallet

take a cab somewhere

get a hug

compliment someone

see half a movie

look at the sky

stretch every muscle

pretend you're blind

go in a closet and scream

buy something outrageous

ride every escalator

meet a stranger

return to work 5 minutes early and do NOTHING

pick up litter

take a nap

write a letter

smile at everyone

feed pigeons

go to a museum

take a bus ride

visit a florist and breathe

call your mother (or lover)

take five deep breaths

argue with someone

listen to the city

take a stranger to lunch

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SEX ROLE STEREOTYPING

PURPOSE: To explore stereotyping and its effects on physical education.

GROUP SIZE: 10 - 30 people

TIME REQUIRED: 30 minutes

MATERIALS: Handout # 3 - Exercise: Sex-Role Stereotyping Behavior
OPTIONAL - Handout # 4 - Article: "Changing Attitudes Is Not Easy . . . But Good Communication Helps" by Deborah Mayer (found in the Appendix)

ROOM ARRANGEMENT: Large and Small Groups

PROCEDURES:

1. Distribute HANDOUT #3, Sex-Role Stereotyping Exercise, and instruct the participants to underline the examples of sex-role stereotyping behavior.

2. Using Trainer Instruction Sheet # 7, which has some of the sex stereotyping behaviors already identified, discuss with the participants their answers, also talk about what influences the choices they made.

3. The Trainer should review the three variables concerning the process of changing attitudes in the article, "Changing Attitudes Is Not Easy . . . But Good Communication Helps". Participants should be divided into small groups to discuss how they can make changes in their schools.

4. The Trainer should bring the group back for a summary session.

The Trainer can choose to share the article, "Changing Attitudes Is Not Easy . . . But Good Communication Helps" as a handout or just use it as background information in preparing for this session.

Sex-role Stereotyping Exercise

Read the following sketch. Underline each example of sex-role stereotyping behavior.

In a ninth grade physical education class, with approximately equal numbers of girls and boys, team captains were elected for softball teams. Tom, Dick, Bob and Jim were elected captains. Each of the captains selected team members by alternately drawing names from two hats, one containing the names of boys in class, the other containing the names of the girls. Each team then met to get organized. The instructor allowed the teams to work out all the details of responsibility for the teams and to determine playing assignments.

Tom's team met and decided to call itself Tom's Kats. After announcing that he would pitch, Tom asked for volunteers for various positions. Sue offered to play first base, but Tom thought it would be better if one of the boys did. Other positions were then determined. Tom asked Betty to be in charge of the equipment, making sure it was all collected after each class period.

Dick's team decided to call itself the Nifty Nine. Dick suggested that those who wanted to play each position let him know, and he would try to work out a rotation so that everyone would get to play each position he/she preferred, at least some of the time. Paul disagreed, saying, "If we let the girls pitch, we'll lose every time!" Mary agreed that the boys should pitch and that the girls should play the outfield positions, saying, "Girls just aren't as skilled as boys." The instructor asked Dick to see that his team set up diamond #1 each class period, so Dick requested that Gary be in charge of placing the bases in position.

Jim suggested that his team be named the Reds, since that name referred to the baseball team many of the students supported. Barb added that the team might be called the Read Heads, but Fred immediately objected, saying, "That's the name of a women's basketball team. I don't want to be named for women." The debate was resolved by calling the team Heads Up.

Bob's team decided to call itself the Long Hitters.

On the first class day a game was to be played. Tom's Kats and the Nifty Nine were scheduled. Tom's Kats had first bat. Tom insisted that the boys bat first in case there were not enough innings for all to bat. Hal, up first, struck out, whereupon Sue said, "Never send a boy to do a girl's job." Tim was the fifth batter for the team and clearly the weaker player than any other member on the team. Runners were now on first, second, and third. Tim asked to bat last, but Tom said, "Don't be a sissy.' Tim struck out, and Tom commented, "If we lose, it will be your fault." Sue was next to bat and hit a double, driving in three runs. Tom's comment was, "Sue plays like a boy. She is really a competitor."

On the other ball diamond, the Heads Up and the Long Hitters were playing. Heads Up team was in the field. Barb was playing second base but Fred, backing her up in center field, suggested that balls at second be allowed to go into the field for him to play. A ball was batted toward second, and Barb stepped aside. The pitcher moved out to second to receive Fred's throw, holding the runner to a single.

ANSWERS

1. **Tom, Dick, Bob and Jim were elected captains.**

   The sex-role stereotype is....

   Boys are leaders and naturally hold positions of decision-making, organization and control.

2. **Sue offered to play first base, but Tom thought it would be better if one of the boys did.**

   The sex-role stereotype is....

   Boys play important positions; boys are more competent than girls.

3. **Tom asked Betty to be in charge of the equipment, making sure it was all collected after each class period.**

   The sex-role stereotype is....

   Girls are "housekeepers" and maintain a neat, tidy environment. They support the activity of boys.

4. **Paul disagreed, saying, "If we let the girls pitch, we'll lose every time!"**

   The sex-role stereotype is....

   Girls are less skillful than boys.

5. **Mary agreed that the boys should pitch, and that the girls should play the outfield positions.**

   The sex-role stereotype is....

   Boys are competent; girls are supportive.

6. **Dick requested that Gary be in charge of placing the bases in position.**

   The sex-role stereotype is....

   Boys are competent to do the important things.

7. **"That's the name of a women's basketball team. I don't want to be on a team named for women."**

   The sex-role stereotype is....

   To use a women's team name may mean being labeled feminine. That implies the gamut of feminine qualities.

8. **Tom insisted that the boys bat first in case there were not enough innings for all to bat.**

   The sex-role stereotype is....

   Boys are more skillful and more competent than girls.

9. **Tom said, "Don't be a sissy."**

   The sex-role stereotype is....

   To be unskillful is be feminine.

10. **"Sue plays like a boy. She is really a competitor."**

    The sex-role stereotype is....

    boys are competitors and handle tough situations.

11. **Fred, backing her up in center field, suggested that balls at second be allowed to go into the field for him to play.**

    The sex-role stereotype is....

    Boys are more competent; girls are passive and dependent.

This learning exercise has shown **examples** of sex-role stereotyping as it occurs in physical education.

CHANGING ATTITUDES IS NOT EASY....

BUT COMMUNICATION HELPS....*

Deborah Mayer

As you work to implement Title IX in your school, you become an agent of change. How can you be most effective in this role? What are the attitudes you are trying to change? Why do people have these attitudes? What part can communication play in changing attitudes?

Before confronting these questions, consider what an attitude is: A learned predisposition to react to symbols (e.g., a word, an idea, such as masculine, feminine, athlete) and objects in either a positive or negative way. (Consider as attitudes: prejudices, biases, convictions.)

An attitude has three basic aspects: (1) the cognitive, (2) the affective, and (3) the behavioral - that is, what a person knows, how a person feels, and how a person acts with respect to the given symbol or object.

The intensity of an attitude depends on the interaction of these three attitude components. Changing one or more of the three components might change the attitude.

How do you change an attitude? Attitude changing is a process in which an individual (your audience) receives a message from another individual (you, the source), accepts or rejects the message, retaining it to some degree, and, finally, acts on it. The action may be to reverse or to intensify the currently held attitude. Whichever direction it goes, the attitude is changed.

There are three variables in this process of changing attitudes: the source, the message and the audience. From extensive research on attitude change, certain generalizations can be made about the interaction of these variables.

1. How you, the source (or change agent), are perceived will affect the impact of your message. Do you have personal characteristics - appearance, manner - in common with your audience? What is your manner of presentation? Can you make them believe that change will be rewarding? That you will know and care if they change? Have you had a previous good experience with your audience? Remind them of it if you have. What is your credibility? Be sure your information is reliable. And, show your commitment to your position.

2. The way you present your message will affect attitude change. To foster attitude change, focus on areas of agreement first. Then present the problem or issues along with some solutions. Draw a conclusion, and point out specific actions that need to be taken. Put your strongest points

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* Reprinted by permission from Deborah Mayer, Potential, Institute for Equality in Education, Denver, Colorado, Spring, 1978.

first or last - don't bury them in the middle - and don't hesitate to repeat your strongest arguments. If your audience disagrees with you, or if they are likely to hear the other side, present both points of view, or in some cases, at least be sure to acknowledge the other side. If the change you are advocating is radically different from the status quo, suggest incremental changes.

3. Your audience (administrators, teachers, students, parents, the community) will determine the type of message and the manner of presentation that you choose. Consider the attitude your audience holds and why they hold that attitude. What is the function of the attitude in their lives, and how will that function be affected? (Some attitudes give order to a person's life by helping to set priorities - which should come first, self or others, work or leisure?) If the attitude protects the holder's ego or expresses value, any change will be seén as a threat to that person's way of life.

Consider, too, the group membership of your audience. Because group membership (e.g., a church; an informal group of Little League parents) affects attitudes, it is important to determine how important the group is to an individual, and what benefit the group provides a person for holding on to an attitude.

Uncertainty, tension and resistance are likely to result in the face of radically new information or procedures. By introducing new procedures, you are challenging a person's way of viewing the world and running his or her life.

If one component of an attitude is changed, then the audience is likely to change the other components so that all three are once again consistent. When the audience has a low degree of involvement and commitment (they feel one way but act another) the attitude will be easier to change. It will be hard to change the attitude if the three components are consistent.

You can change the cognitive (knowledge) component with new information. The affective (feeling) component often can be altered through personal experience on the part of the audience. Behavior can be changed by legal requirements such as those made by Title IX. Remember, changing only one of these helps to change the other two, and, eventually, the entire attitude.

Once you have considered your audience in order to determine the content of and manner of presenting your message, consider the following tips for good communication:

1. Be ethical. Change is threatening to most people. You can lessen that threat by being open and honest. Facilitated two-way communication by treating others as persons of value. Recognize their feelings and emotions and diligently avoid being judgmental. Separate issues from personalities. Think about your purpose; are you interested in mutual understanding and growth or manipulation?

2. Listen. Listening is as important as speaking, but we don't often do it very well. Listen for what the other person means, not just what she/he says. Active listening means getting involved with another person, with all the accompanying give and take.

3. Ask questions. By asking the right questions you can create a positive atmosphere. Don't assume that people always understand what you're saying or that you know why they are reacting as they are. Ask them!

4. Watch your language. Avoid putting others on the defense by the way you say things (e.g., "Let's look at the situation," rather than, "We have a problem."), and avoid labeling people. What you call things soon becomes a part of what they are. Labeling people (uninterested, unwilling to change, for examples) may be perceived as making personal attacks.

5. Analyze the process. What is happening? Why? Is it acceptable to you and to the other party?

Changing attitudes is not easy, but with a better understanding of what goes into an attitude and what an attitude does for the person who holds it, with knowledge of how attitudes change and the communication techniques that foster attitude change, perhaps we can more effectively change negative attitudes towards Title IX and sex equality in education.

Note: References available on request.

HISTORY AND LEGAL FRAMEWORK OF EQUITY IN PHYSICAL EDUCATION

PURPOSE: To share information about the history and legalities of gender equity. To provide participants with an opportunity to review cases where parents and students have sued because they felt they were not being treated equally.

GROUP SIZE: 10 - 30 people divided into 4 groups

TIME REQUIRED: 30 minutes

MATERIALS:
Trainer Information Sheet #1 - "History and Legal Framework of Equity in Physical Education
Trainer Information Sheet #2 - "Applying the Regulations: Basic Guidelines"
Handout #5, "Applying the Legal Authorities to Cases of Athletic Opportunity: You Be the Judge"
Chart Pack
Marking pens

ROOM ARRANGEMENT: Large group setting

PROCEDURES:

1. The Trainer should display the Title IX Statement and discuss the implications of the passage of this Education Amendment of 1972 and the issuance of its regulations in 1975. A discussion concerning the philosophical differences and controversies that have continued to be created by this amendment should be listed. (This information can be found in Trainer Information Sheet # 1.)

2. The Trainer should share general information about what affect the passage and regulations have had on physical education programs, as well as field questions.

3. Participants should then be divided into four groups for the Student Rights' exercise, "Applying the Legal Authorities to Cases of Athletic Opportunity: You Be the Judge." This exercise describes four cases which are similar to those in which students and their parents have sued because they felt they were not being treated equally. Participants are to read the cases and, based on their knowledge of the legal authorities, determine whether or not the students' rights have been violated. Questions at the end of the cases should help readers make their judgments, as should the preceding discussion of the legal framework. Each group reviews a case, discusses it and decides what they would do as school administrators, parents, teachers, and students.

4. The four groups reconvene to share what their group would do. Participants might even choose to act out their case.

RESOURCE: Moody, Charles and Charles Vergon, editors, Implementing Title IX in P.E. and Athletics, The University of Michigan, c. 1978.

HISTORY AND LEGAL FRAMEWORK OF EQUITY IN PHYSICAL EDUCATION

TRAINER: The summary notes here are information about the history of Title IX and basic guidelines to the regulations.

Title IX states that:

> No person.... shall, on the basis of sex, be excluded from participation in, be denied the benefits, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

The regulation requires that institutions undertake a self-evaluation of their programs and activities, including athletic activities. Each educational institution should:

(i) EVALUATE current policies and practices concerning admission of students, treatment of students, and the employment of all personnel working with the various education programs or activities.

(ii) MODIFY policies and practices that do not meet the requirements.

(iii) TAKE appropriate steps to eliminate the discrimination that has or is currently taking place.

There are also two clauses that address this regulation.

Affirmative action. In the absence of a finding of discrimination on the basis of sex in an education program or activity, a recipient may take affirmative action to overcome the effects of conditions which resulted in limited participation therein by persons of a particular sex. Nothing herein shall be interpreted to alter any affirmative action obligations which a recipient may have under Executive Order 11246.

"Sports Memorandum." An institution's evaluation of its athletic program must include every area of the program covered by the regulation. All sports are to be included in this overall assessment, whether they are contact or non-contact sports.

The implications of the passage of this Education Amendment in 1972 and the issuance of its regulations in 1975 has continued to create considerable controversy and philosophical differences. How do we as administrators and teachers comply with the regulations and manage the various groups involved? Why are more women participating in athletics, but there is still a shortage of women in administering, coaching, and officiating?

GENERAL INFORMATION:

1. Title IX requires that for the most part physical education classes may not be conducted separately on the basis of sex and participation in physical education programs may neither be required nor refused on the basis of sex.

2. According to Title IX all activities within education institutions are of potentially equal value for persons of both sexes. The belief remains that the physiological, psychological, and social benefits which come from physical education are of equal importance to males and females.

CONTROVERSIAL AND PHILOSOPHICAL ISSUES:

1. Traditional physical education programs believe the overall importance of physical education in the lives of female and male students is and should be different, and the experiences and activities appropriate to physical education for one sex are not those most appropriate for the other.

2. Many educators are still defending the maintenance of sex-segregated and sex-differentiated physical education programs. Support is usually based on: a) differences in physical and psychological behavior of male and female students; b) facilities and staff problems (lack of staff or unwillingness to change); c) reasons of safety; d) administrative and organizational conflicts; and e) philosophical differences between females' and males' programs.

3. Despite the progress women have made in various areas, there is still a growing shortage (or lack of) of women in coaching, officiating, and administering athletic programs.

RESOURCES:

Dunkle, Margaret, Competitive Athletics: In Search of Equal Opportunity, Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C. c. 1976.

Blaufarb, Marjorie, Title IX and Physical Education: A Compliance Overview, Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D. C, c. 1976.

APPLYING THE REGULATION: BASIC GUIDELINES

1. Physical education programs, courses, classes, or activities may not differentiate between students on the basis of sex.

2. Title IX does not require any specific curricula or activities within a physical education program; it requires only that those which are offered by an agency or institution be open equally to students of both sexes.

3. Title IX does not specify any particular process for the assignment or selection of students for physical education courses or classes. Any procedure may be used if it does not discriminate on the basis of sex.

4. Students may be grouped by ability, as assessed by objective standards, within physical education classes or activities. Grouping by objective standards of ability may result in groups composed primarily of students of one sex.

5. Students may be separated by sex within physical education classes for participation in wrestling, boxing, rugby, ice hockey, football, and other sports the purpose or major activity of which involves bodily contact.

6. Evaluations of students' skills or progress in physical education must be based on standards which do not have an adverse impact on students of one sex.

7. Physical education facilities and equipment must be allocated without regard to the sex of students or instructors.

8. Physical education staff must be assigned teaching and supervisory duties (other than locker room supervision) on the basis of their qualification rather than their sex or the predominant sex of the students in a particular course, class, or activity.

9. Physical education staff may not be treated differentially on the basis of sex in hiring, job assignment or classification, compensation, or any other condition of employment.

10. Title IX makes no requirements regarding the administrative structure of the physical education department or staff. If, however, any changes are made to accompany the integration of physical education classes by sex, these changes may not have an adverse effect on the employment of members of one sex.

11. Elementary schools should have been in full compliance with the regulatory requirements for nondiscrimination in physical education by July 21, 1976. Secondary and postsecondary schools should comply fully as rapidly as possible, but in no event later than July 21, 1978.

12. If noncompliance with Title IX requirements for nondiscrimination is identified, two forms of action must be taken:

    Modifications must be made to correct any policies, procedures, or practices which have been found to discriminate; and

    Remedial steps must be taken to alleviate the effects of any discrimination identified.

RESOURCE TO PREPARE FOR THIS SECTION:

Title IX and Physical Education: A Compliance Overview, adapted by the Resource Center on Sex Roles in Education from Title IX of the Education Amendments of 1972: A Manual on Physical Education and Sports Programs by Marjorie Blaufarb and Consultants and Staff of the American Alliance for Health, Physical Education, and Recreation, c. 1976.

The Case of the Girls Who Had To Learn to Compete - Slowly
Case 1

Girls at Applepie Intermediate School are overjoyed. They have never before had an interscholastic sports program because of the school philosophy that "junior high school girls aren't ready to compete in interscholastic sports yet." It is generally agreed that they must be introduced to competition gradually.

It is February now, and as a result of pressure from a number of girls at school, female students are soon to have their first taste of interscholastic competition. This spring junior high school girls are scheduled to have two intramural sports, basketball and softball. At the end of season in each sport, according to the plan, there will be two culminating days at which time teams made up of the best players at each of the four schools will compete against each other until one team emerges as the city champion. Next year a larger interscholastic program is anticipated, with four sports, swimming, track, basket, and softball, each having six interscholastic meets. It is hoped that next year there will be more than one squad in each sport so that no girl will be turned away from competition.

Dave and Doris Dribbler, the parents of Dinah Dribbler, an athletic 13 year old, read about this new policy in the local paper and ask in astonishment, "What's going on here?" Their son Dan was a student at Applepie Intermediate School last year and played guard on the boys' basketball team. If he'd had the time, they recall, he could have participated in volleyball, soccer, swimming, track baseball, or freshman football, with competitions against other schools in the city as well as schools in a few neighboring towns. They ask their son to find a copy of his last year's basketball schedule. Boys, they see, played sixteen games, including two tournaments. When they checked further, they find that boys can play from fifteen to eighteen interscholastic games in each sport with the exception of football, which has eight competitions.

"Boys only begin interscholastic competition in the seventh grade, yet they can play sixteen games of basketball, "muses Dave, who is a great supporter of his daughter's athletic interests. "Girls won't even be able to play six games until next year, because they have to gain experience. What nutty reasoning!" he states in disbelief.

"By the time they get to high school," added Doris, "the girls will be years behind the boys in competitive experience. How on earth does the school system expect then to be able to enter the work world on an equal competitive footing with men?" she wonders.

The Dribblers go to the athletic director and the principal to ask that girls and boys have an equal chance to compete with other schools, especially in the same or highly similar sports. They are told in no uncertain terms that junior high school girls are not yet ready for an extensive interscholastic program. "Besides," the principal tells them, "We don't have enough women teachers who want to coach girls' sports'.

Being a lawyer, Doris decided to sue the school system, with her daughter's blessings, to require the school to equalize girls' and boys' chances for competition. "In fact," she ponders, "there's so much overlap between the sexes in size, weight, strength, and speed at these ages, and they've been having coed gym I think I'll ask that they have the opportunity to train and play together in all sports."

Things to consider concerning Case #1:

1. Is it reasonable for girls to be able to play six games in junior high school interscholastic sports while boys may play up to eighteen? Would it be reasonable if there were overall balance in the scheduling for boys and girls (e.g. boys playing six games of soccer and eighteen games of basketball; girls playing six games of basketball and eighteen games of volleyball)? Under which authority?

2. Would you find Applepie Intermediate School quality of offering unequal opportunity for girls and boys under the Fourteenth Amendment this year? Next year? How much time would you allow for Applepie to form more equal programs?

3. May girls be asked to build up to an interscholastic competitive program while boys start out with one? May the lack of female teacher-coaches be used as a rational for not offering girls and boys comparable programs?

4. Would you recommend that the boys' program adopt any of the features of the proposed girls' program? If any, which? Would you recommend that the programs be unified and operate with a common set of rules and goals? Would you ask the boys' program to cut back?

5. At the middle or junior high school level, do you think that girls and boys, with equal training, are able to participate together on the same teams? In some sports? Which ones? Can they be trained together be a common staff?

The Case of Almost Too Much Equity
Case 2

Equity High School has for years provided a surprisingly comparable number, variety, and quality of athletic opportunities for girls and boys. The Athletic Director tries to ensure that there are paired activities so both sexes will have access to a similar array of sports activities. Further, no one is "cut from an activity of choice on the basis of ability." If more money is needed, girls and boys go on joint, exciting, fund raising drives in the community, which is always supportive of the young people's efforts. The opportunities offered to students are:

FOR GIRLS	FOR BOYS
Basketball	Basketball
Swimming	Swimming
Gymnastics	Gymnastics
Tennis	Tennis
Softball	Softball
Volleyball	Volleyball

Sophomore Sally Sockerstar transfers from another school in which she was the girls' champion soccer player, but Equity does not offer soccer for girls. She goes first to her counselor, then to the athletic director, and finally to the principal, to appeal to them to let her play soccer with the boys, but to no avail. "Field hockey isn't soccer," she pleads, "and I just love soccer!" All assure her that Equity takes pride in its equal opportunity athletics program and tell her that it would "upset the balance" if girls and boys were allowed to cross over onto each other's teams. Sally and her family decided to go to court, arguing that although the program at Equity is balanced for the sexes in general, Sally is "person" under the law and is entitled to participate in the full range of athletic opportunities at her school.

Things to consider concerning Case #2:

1. By Title IX, would Sally have to be allowed to play Soccer? By the Fourteenth Amendment's equal protection clause? By the ERA?

2. If Sally were Sam and wanted to have to be allowed to play field hockey instead of soccer, would he have to be allowed to play by Title IX? By the Fourteenth Amendment's equal protection clause?

3. Would you rule that Sally must be permitted to play soccer? Would you rule that Sam must be permitted to play field hockey?

The Case of the Kids the Baseball Program Wouldn't Let Get to First Base
Case 3

Third, fourth, and fifth grade classes in Hillandale Elementary School take home the following notice sent out by the Good Samaritans, a local organization sponsoring recreational activities for the town:

It's baseball season again, and all third, fourth, and fifth grade boys are invited to join the team for their grade. Practice will begin on the following dates:

Third graders: Tuesday, April 20
Fourth graders: Wednesday, April 21
Fifth graders: Thursday, April 22

We've reserved the school's baseball diamond for all per-season practices. All boys will receive a team tee-shirt and a hat.

Fee: $3.00

P.S. If your Dad would be willing to help coach, please ask him to call the Recreation Department.

(The Good Samaritan Baseball Program is sponsored in cooperation with the Department of Parks and the Department of Recreation.)

After all the legal action involved in opening the Little League to girls, Bill and Betty Booster know that the schools should not be inviting only boys to play. Their daughter, Bootsy, has had her heart set on being a member of the school's third grade team all winter. Her brother was on the team last year. They are determined that she will play if she wants to.

When the Boosters tell the principal, he says simply that the Center administration asked him to hand out the notices. The superintendent tells them that the schools are giving only minor assistance to the Good Samaritans and he resents being told that inviting only boys to play is against the law. He tells them to take up the problem with the Recreation Department. The system's Title IX coordinator agrees that the schools are not "significantly assisting" the private organization that receives such wide respect in the community. The head of the Recreation Department is even more adamant. "The sponsoring groups," he claims, "are only looking out for the welfare of the girls. What would happen if a young girl got hit in the breast with a hardball? It might hurt her later development. Your daughter can join the Recreation Department's Softball Program but for her own safety we can't let her play baseball."

By this time, the Boosters are highly annoyed. Although they have little money, they are convinced that they are right and decided to ask an attorney to file an injunction against the schools, the Recreation and Parks Department, and the Good Samaritans, to prevent them from operating and advertising a baseball program from which girls are excluded.

Things to consider concerning Case #3:

1. Can girls be forbidden to participate in an opportunity because of the possibility that they might get hurt (thereby running the risk of being expensive insurance-wise) by the Fourteenth Amendment? By Title IX? By the Equal Rights Amendment?

2. Can the Good Samaritans legitimately argue that they are private organization and are therefore exempt from the Fourteenth Amendment which prohibits (public) discrimination? What kinds of "State involvement" are there in the Good Samaritans' Baseball Program?

3. Can schools send home notices asking for the participation of fathers but not mothers to work with their teams. Does Title IX address this issue?

4. By the Fourteenth Amendment, should girls be excluded from Little League-like activities? By Title IX? Suppose this were a contact sport (basketball); could girls be excluded?

The Case of the Missing Scholarships
Case 4

In the 1977-78 school year, the prestigious University of Lower Slobovia is planning to award more than $700,000 worth of athletic scholarships to male students. NO athletic scholarships - consequently $0 are being set aside for women, as has always been the rule. Part of the resistance to scholarships for women is philosophical, a position taken over the years by the parent body governing women's sports in the country, the Division of Athletics for Women and Girls (DAWG). They say, "we don't want to make the same mistakes the men have made." Scholarships, often accompanied by "slave market" style recruiting practices, have been considered the biggest mistake of men's athletics.

Part of the resistance is financial. "Those men we put on tenders bring $3,000,000 in revenue into the athletic budget; women's sport don't bring in a nickel, not one nickel!" laments the university's athletic director in a press conference, ignoring the fact that women's sports at his school are not permitted to charge admission.

Carri Crusader, the mother of incoming freshwoman, Cassie Crusader, has repeatedly called the athletic department over the last two years to remind the director that when her daughter was admitted to the school she would be seeking a golf scholarship to help defray college expenses, thus enabling her to spend a considerable amount of time playing golf instead of working at a time-consuming outside job. Cassie is eager to become a professional golfer.

Carrie Crusader has been informed time and again that:

1. The university offers no athletic scholarships to women;
2. It does not intend to offer any "because women don't want them";
3. No intercollegiate golf is available to women (although it is provided for men);
4. If Cassie wants a scholarship so badly, she should apply to the financial aid office for a scholarship based on need, (men's athletic scholarships are not based on need, and the academic criteria necessary for winning them are much lower than those required for financial need awards);
5. Even if scholarships were started for women, they would be given to upper classwomen not incoming students, to make up for the unequal assess in the past as well as to keep scholarships free of recruiting evils.

In a speech before the Regents of the University during audience participation time, Ms. Crusader contends that if recruited male students who are awarded scholarships are treated "like so much beef on the hook," then women students must have the opportunity to be treated "like so much beef on the hook." 'Or else, "she maintains, "a better, more moral system should be started for both sexes."

Ms. Crusader then forms a committee to bring suit against the University for providing an athletic scholarship policy that grossly discriminates against women.

Things to consider concerning Case #4:

1. May scholarships be available to one sex and not to the other? Under which legal authority?

2. May different philosophies guide the athletic policies for women and men in the University because "women don't want to make the same mistakes the men have made?"

3. In a giant university, may there be a golf team for men but none for women although this is a popular sport for both sexes?

4. May women be asked to apply for financial need assistance requiring a high grade point average and clear-cut acknowledgment of economic need, while men have access to a full range of university athletic scholarships?

5. Would you rule that the Fourteenth Amendment has been violated here?

6. Has Title IX been violated? What would it require?

7. What remedies might you recommend to the university to end the iniquities in athletic scholarships?

EQUITY IN PHYSICAL EDUCATION BRAINSTORMING
MYTHS, CONCERNS, AND PROBLEMS

PURPOSE: To investigate myths, concerns, and problems involving sex equity and physical education.

GROUP SIZE: 10 - 30 people
3 Groups

TIME REQUIRED: 30 Minutes

MATERIALS: Handout #6 , "Cinderella Wears Sneakers: . . ."
Handout # 7 , "Typical Problems in Equity . . ."
Easel with chart paper
Marking Pens

ROOM ARRANGEMENT: Large and small groups

PROCEDURES:

1. Distribute and have the participants complete the Handout #6, "Cinderella Wears Sneakers: A Quiz on the Myths & Realities About Girls in Sports".

2. After everyone is done the Trainer should review the answers and discuss the information about each question compiled by Toni Fitzpatrick. (Answers appear on Trainer Sheet # 10).

3. Participants should now divide into three groups. Each group will be given an assignment from the Trainer Instruction Sheet #11 on Myths, Concerns, and Problems. Handout # 7 contains a beginning list of "typical problems" required by this assignment.

4. After the groups have had an opportunity to complete their assignment they should return to the larger group to summarize the information discussed.

CINDERELLA WEARS SNEAKERS:
A QUIZ ON THE MYTHS AND REALITIES ABOUT GIRLS IN SPORTS

Compiled by Toni Fitzpatrick

There are some old myths about girls and sports which die hard. Take this quiz to see how many you haven't shaken yet.

PLEASE ANSWER TRUE(T) OR FALSE(F).

_____ 1. Girls are physically weaker and smaller than boys in the elementary school years.

_____ 2. Girls get hurt more often than boys when they participate in sports.

_____ 3. A blow to the female breast can cause cancer.

_____ 4. Girls shouldn't participate in gym class or sports during their menstrual periods.

_____ 5. Athletic activity can harm a girl's reproductive organs and can hamper childbearing.

_____ 6. Girls shouldn't exercise too much because they will stop having menstrual periods.

_____ 7. There are more differences in gross motor development (skills level) within a sex than between the sexes.

_____ 8. Bone strength is enhanced through exercise and may be more important for girls than for boys.

_____ 9. Lifting weights gives girls bulky muscles.

_____ 10. Participation in sports makes girls into lesbians.

_____ 11. Sports are more important for a boy's health and growth than for a girl's.

Cinderella Wears Sneakers:
A Quiz on the Myths & Realities About Girls in Sports

ANSWERS

1. FALSE. All sources agree that there is no significant difference in height and weight between boys and girls in elementary school grades, with boys slightly taller and heavier before age 10, and girls slightly taller and heavier from age 10 to 12. There is essentially no difference in leg length prior to age 11, when the average boy's leg becomes proportionately longer than the average girl's. Boys and girls have almost identical amounts of muscle tissue until 10 years of age and strength differences are minimal. (Griffin and Placek, p. 53)

2. FALSE. Most of the information available relates to boys and men, but from what is known to date, girls active in sports such as track, swimming, basketball, soccer, etc. do not incur any more injuries than boys. It has been noted that girls tend to encounter different kinds of injuries. Girls get more "overuse syndrome" injuries, such as shin splints, stress fractures and tendonitis. Boys tend to encounter more fractures, contusions and sprains. (Heck)

3. FALSE. There is no evidence that repeated trauma to the breast can cause cancer. (Oglesby)

4. FALSE. Contrary to popular opinion, the menstrual cycle is not a disease. Olympic gold medals have been won, and world records set by women in all phases of the menstrual cycle. Good physical fitness reduces cramping and discomfort. So there is no reason for girls to avoid sports participation during their menstrual cycle. (Heck) It is also important for coaches, physical education teachers, and parents to teach girls that menstruation need not interfere with normal daily activities. Adults have a responsibility to help adolescent girls perceive their body-changes in a positive light, and overcome feelings of self-consciousness and awkwardness.

5. FALSE. Sports participation leads to physical fitness. This is important to the health and well-being of every child and every adult. Because of female reproductive organs are internally located, they are well protected and are rarely subject to injury from sports activities. Boys are much more vulnerable to sports injury to reproductive organs than are girls. Women who are physically fit generally have easier pregnancies, easier deliveries, and healthier babies. (Heck)

6. FALSE for the most part. It is true that some girls and young women who participate in certain sports like running and tennis, who train very vigorously, and have a very low fat-to-body weight ratio may become irregular or stop menstruating for a period of time. Their menstrual cycle becomes regular again once the intensity of activity decreases or the body fat content increases. It must be stressed that oligomenorrhea (irregular cycle) and amenorrhea (loss of menstrual period) are rare and temporary conditions. The common effects of exercise on the menstrual cycle are lighter flow, and less cramping.

If a girl has not begun menstruating by age 16, has irregular periods, or has missed periods entirely, she should be seen by a gynecologist. If there are no indications of physical illness or dysfunction, the girl can return to her training schedule. (New Agenda Issue I: Background paper, ed. Dorothy Harris).

7. TRUE. "There is more variation (in gross motor development) within the male or female population than between the populations (among prepubescent children). Further there is a good deal of overlap between the population distributions." (Clark)

8. TRUE. Exercise strengthens bones, making them stronger, just as it strengthens muscles. For girls, building strong bones through exercise and continuing an exercise program throughout life are critical factors in preventing or minimizing the effects of osteoporosis. Osteoporosis is the process of loss of bone minerals (calcium) which occurs in menopausal and post-menopausal women. Osteoporosis is as dangerous for women as heart attacks are for men.

   The loss of estrogen at menopause makes it more difficult for the body to absorb calcium. To compensate, the body draws calcium away from the bones, making them porous and weak. In osteoporosis bones shrink and become prone to fracture. A lifetime of exercise will have built thicker bones; continued exercise will keep bones strong, and calcium supplements will help compensate for decreased absorption capacity. A pattern of physical activity and a love of sports begun at an early age will have important positive health benefits for an entire lifetime. (Harris)

9. FALSE. Strength is an important factor for all athletes. It protects them from injury and it aids them in the execution of sports skills. Recently girls and women have begun to take the kind of pride in developing their muscles through weight training that boys and men have traditionally shown. Both males and females develop strength through weight training, but because of different hormones and body composition girls will gain strength with a minimal increase in muscle size or bulk. Weight training, when well planned and supervised, is both safe and beneficial for girls and women. (Heck)

10. FALSE. There is actually very little research available on the incidence of homosexuality among athletes or any other segment of the general population. Sports may provide a same-sex atmosphere in which it is easier for young athletes to "come out" as homosexual, or young Lesbians may seek sports participation disproportionately to young heterosexual women. What we do know is that the threat of being perceived as Lesbian has needlessly intimidated many girls and women, thus depriving them of all the benefits of fitness and sports experience.

11. FALSE. Exercise has the same beneficial effects for girls and women as it has for boys and men. It increases self-confidence, lowers heart rates and stroke volumes and total hemoglobin. It improves the cardiorespiratory system and reduces stress, anxiety and depression. Exercise is essential to a healthy and long life. (Griffin & Placek, p. 48)

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Oglesby, Carol (1978). Women and Sport. Philadelphia: Lee and Febiger.

EQUITY IN PHYSICAL EDUCATION BRAINSTORMING
MYTHS, CONCERNS, AND PROBLEMS

DIRECTIONS

Divide group into three small groups, each assigned one of the activities listed below. The assignments could be written on chart paper and hung up as the groups are moving to their assigned area. After ten to fifteen minutes of small group work have the entire group come together to share the results of their discussions.

MYTHS

Directions: Using the statements from the Graffiti Exercise and new statements that participants added this group should develop a list of myths associated with equity in physical education i. e., female students wouldn't want to play football or male students aren't interested in being cheer leaders.

TYPICAL PROBLEMS

Directions: Give this group the list of typical problems associated with encouraging equity in physical education. After reviewing the list individually they should discuss the problems they feel affect their own school's physical education program.

CONCERNS

Directions: Participants may feel overwnelmed by trying to make major changes in attitudes, ingrained structures, policies, and "the ways things are done". This group should discuss and brainstorm the major concerns that face teachers and administrators in encouraging equity in physical education.

TYPICAL PROBLEMS ASSOCIATED WITH EQUITY IN PHYSICAL EDUCATION

1. Provide training for non-sexist terminology i.e., asking for three boys, instead of three strong students.

2. Supervision of locker rooms.

3. Accusations of sexual advances while spotting in gymnasitcs (or other similar examples).

4. Evaluating skills and progress.

5. Sexist comments, i.e.:

   - "Girls, your chest muscles will get tired faster than boys' when you do push-ups, so don't be surprised if you can't do as many;"

   - "Boys, don't play like a sissy;"

   - "Girls, why don't you act like ladies instead of a pack of women's libbers?"

6. Choosing sports to offer students.

7. Inviting students to participate.

8. Setting up teams without using sex as a criterion.

9. Funding athletic programs.

10. Other:

11. Other:

EQUITY IN ATHLETIC COACHING, OFFICIATING, ADMINISTRATION AND GOVERNANCE

PURPOSE: To discuss ways of furthering a balance of equity in the area of coaching, officiating, and administering athletic programs.

GROUP SIZE: 10 - 30 people

TIME REQUIRED: 30 minutes

MATERIALS:
Background Article # 2 for Trainer (found in Appendix)
Handout # 8 ,"Sport Phobia/Questions to Consider"
Handout # 9 , "Typical Responses for Sport Phobia Concerns"
Marking Pens
Chart Paper and tape

ROOM ARRANGEMENT: Large and small groups

PROCEDURES:

1. The Trainer should have the term sport phobia up for participants to see. A discussion on the reasons this is a problem and why it has developed should take place.

2. Distribute the Handout #8 , "Sport Phobia/Questions to Consider."

3. Break into triads to stimulate responses to the questions. Each triad should list their responses on chart paper.

4. Participants should return to the large group and share their lists. The Trainer can then distribute Handout #9, "Typical Responses to Sport Phobia Concerns".

SPORT PHOBIA - A term used to explain the failure of equity professionals to take the right steps to stop the further decline of women in athletic leadership positions. The problem continues because it is so difficult to break through established patterns and provide the needed assistance to women coaches, officials, and athletic directors who are struggling for a place in athletic leadership.

QUESTIONS TO CONSIDER:

1. What reasons would you offer for the shortage and/or absence of women and minorities in athletic leadership (coaches, officials, trainers, athletic directors, governing board members)?

2. What are the greatest barriers to women and minorities becoming:

   Coaches, Officials, Trainers, Athletic Directors, Governing Board Members

3. In addition to athletic leadership, are there any other areas needing attention to eliminate sex discrimination in interscholastic athletics?

4. Where are there some strengths and supports for women and minorities to become:

   Coaches, Officials, Trainers, Athletic Directors, Governing Board Members

"TYPICAL RESPONSES FOR SPORT PHOBIA CONCERNS"

What reasons would you offer for the shortage and/or absence of women and minorities in athletic leadership (coaches, officials, trainers, athletic directors, governing board members)?

Low turnover of current staff which prevents job openings.

Negative attitudes of school leaders . . prejudice, tradition, and stereotyping.

Many women and minorities do not possess credentials for positions.

Few role models to emulate.

Ignorance of training opportunities among females and minorities.

High demands and few rewards (long hours, low pay, fan and parent criticism).

Lack of competitive experience with resultant low credibility.

Narrow academic preparation in physical education only.

Favoritism and cronyism in hiring.

What are the greatest barriers to women and minorities becoming:

Coaches:
- Lack of motivation, interest, training, and certification.
- Fatigue from being criticized and ridiculed and having to defend girls' programs and rights.
- Hours required away from spouse and family.
- Fourteen hour work-day (teach from 7 a.m. - 3 p.m., coach from 3 p.m. - 9 p.m.).

Officials:
- Lack of motivation, training.
- Tradition
- Negative attitudes: "Women are indecisive.", "Women lack authority."
- Fear of handling pressure, harassment, and intimidation from male coaches and fans
- Traveling great distance
- Fear of entering an organization that is 90% white male

Trainers:
- Few jobs available
- Unwillingness to travel
- College trainer programs designed for female needs historically unavailable

Athletic Directors:
- Few openings
- High qualifications and long experience of white males
- No internships for athletic director training
- Lack of ambition and goal setting among women and minorities

Governing Board Members:
- Few positions available
- Women and minorities are inexperienced and need time to prove themselves
- Men rise to the surface of prestigious groups like governing boards
- The governing board is a closed system

In addition to athletic leadership, are there any other areas needing attention to eliminate sex discrimination in interscholastic atnletics?

- Promoting (selling, marketing) the entertainment value of girls' sports must be increased
- Administrators must stop intimidating and threatening coaches
- Sexist, racist jokes and remarks must stop.
- Unequal scheduling, facilities, money, media coverage, and spirit support must be corrected.
- Pep rallies for girls as well as boys should be held
- Greater use could be made of the personnel office, computer and principals to screen applicants and find coaches
- Creating job openings during a time of low turnover is difficult.

Where are there some strengths and supports for women and minorities to become:

Coaches:
- Male coaches who support knowledgeable women
- Desire and ambition among women and minorities
- Individual administrators who recruit, support and reinforce confidence in women and in girls' programs
- Local coaches' associations
- Opportunities for training workshops and clinics.

Officials:
- Opportunities are there if one's willing to work
- Opportunities are sport specific; the soccer, swimming, volleyball, and gymnastics associations welcome and encourage women

Trainers:
- School districts want competent trainers (male or female) for their school sports

Athletic Directors:
- Colleagues
- Women must gain more experience

Governing Board Members:
- Women and minorities must gain more experience
- Many men are more supportive
- League boards of control

REVIEWING AND DEVELOPING CO-ED PHYSICAL EDUCATION ACTIVITIES

PURPOSE: To examine and investigate the development of CoEd Physical Education Activities.

GROUP SIZE: 10 - 30 people
Small groups

TIME REQUIRED: 30 minutes

MATERIALS: Participant's Own School Physical Education Resources
Alaska Department of Education Resources
(See Resource Section)
Newsprint
Marking pens

ROOM ARRANGEMENT: Large and small groups

PROCEDURES:

1. The Trainer should have a display table of Resources of Co-ed Physical Education Activities.

2. Begin this session with a discussion of the importance of physical education activities being a part of a person's life, not something that is just done in school and talked about for the rest of your life.

3. Break into groups and review materials that are available, plus look at participants school district physical education programs.

4. Each group should determine what is currently going on in their school district as far as co-ed physical education programs and what could be promoted in the future.

5. Groups should summarize to the larger group what they inventoried about their school district programs.

EQUITY IN PHYSICAL EDUCATION REGULATIONS AND COMPLIANCE

PURPOSE: To review the regulations and compliance requirements for sex equity and physical education.

GROUP SIZE: 10 - 30 people

TIME REQUIRED: 30 minutes

MATERIALS: Handout # 10 - "Evaluating Athletic Programs for Sex Bias"
Handout # 11 - "Checklist for Evaluating Title IX Compliance Progress"
Optional - Participant's Own Physical Education Curriculum

ROOM ARRANGEMENT: Large and small groups

PROCEDURES:

1. The Trainer should begin this session by going over the basic guidelines to the Title IX regulations using the Trainer Information Sheet #2.

2. Distribute both Handouts # 10 and # 11. "Evaluating Athletic Programs for Sex Bias" will be handled differently depending on the size of the school district. It might be helpful to discuss how the pertinent parts of this process can be done informally within an individual school.

3. Break into small groups and look at the "Checklist for Evaluating Title IX Compliance Progress" for the schools represented. Each group should assign a reporter to summarize what is discovered in this review process. What should be done to the school being reviewed to bring it into compliance?

4. The Trainer should bring all participants back to the large group arrangement. Each of the smaller groups should report their findings.

EVALUATING ATHLETIC PROGRAMS FOR SEX BIAS

Margaret Dunkle in Competitive Athletics: In Search of Equal Opportunity suggests these steps in appraising athletic programs for sex bias.

STEP 1: Affirm the institution's nondiscriminatory athletic policy and inform the community that the institution does not discriminate on the basis of sex in providing athletic opportunities.

STEP 2: Appoint a Title IX coordinator.

STEP 3: Appoint an Equal Athletic Opportunity Committee (EAOC).

STEP 4: Inform the campus community of progress and efforts regarding equal opportunity in athletics.

STEP 5: Identify responsible persons and offices, and other sources of information.

STEP 6: Develop a fact finding tool or evaluation model.

STEP 7: Get the facts.

STEP 8: Confirm the facts and issue a preliminary status report.

STEP 9: Identify alternatives, propose modification, and make recommendations.

STEP 10: Submit the report (with proposed modifications and recommendations) to the Title IX coordinator.

STEP 11: Revise the recommendations and suggested modifications.

STEP 12: Submit the final report to the chief executive officer for final action and publicize this report.

STEP 13: Publicize and keep on file modifications of policies and practices and remedial and affirmative steps.

STEP 14: Conduct follow up evaluations.

RESOURCE FOR THIS INFORMATION: Dunkle, Margaret, Competitive Athletics: In Search of Equal Opportunity, Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C., c. 1976.

CHECKLIST FOR EVALUATING TITLE IX COMPLIANCE PROGRESS

The following is a checklist which education institutions/agencies may use to assess Title IX compliance progress in physical education programs. Two kinds of questions are provided. The numbered questions reflect specific regulatory requirements; the sections of the regulation or relevant to each question are indicated in brackets. The questions listed under these either are derived from the regulation or are procedures which would be useful in meeting regulatory requirements. Indicate "yes" answer to these questions by placing a check in the appropriate columns.

	Has this been reviewed?	Is the institution/ agency in compliance?
1. **Are physical education requirements the same for males and females? [86.34]**	_____	_____
____ Have policy directives regarding these requirements been disseminated to administrators and members of the physical education staff?		
____ Has a statement regarding these requirements been disseminated to all students?		
2. **Do course descriptions make it clear that all physical education courses are open to male and female students? [86.9(2)]**	_____	_____
____ Have all students been informed of their right to nondiscrimination in physical education programs?		
____ Do course descriptions state the criteria for measurement of skills where these are employed as a condition of course admission?		
____ Have counselors and staff who assist with course enrollment been provided clear guidelines for nondiscrimination in course enrollment/assignment?		

	Has this been reviewed?	Is the institution/ agency in compliance?
3. **Are physical education classes conducted on a co-educational basis except during participation in contact sports? [86.34(c)]**	_____	_____
____ Do classes provide for a range of activities which meet the interests, skills and abilities of male and female students?		
____ Have course enrollments been examined by sex to identify disproportionate enrollments?		
____ Have the criteria used assigning students to courses, classes or ability grouping been reviewed to ensure nondiscrimination?		
____ Have all physical education staff received guidelines and/or training for the use of sex-segregated groupings during contact sports?		
4. **Are criteria used for measurement of progress within a physical education course or program free of adverse effects upon students of one sex?**	_____	_____
____ Have the criteria used for measurement of progress been delineated by the physical education staff?		
____ Have guidelines for the measurement of progress been provided to all members of the physical education staff?		
____ Are criteria used for measurement of progress in physical education classes made available to students?		
____ Has the application of evaluation criteria be reviewed to ensure that they do not result in an adverse effect on students of one sex?		

	Has this been reviewed?	Is the institution/ agency in compliance?
____ If evaluation criteria have been identified which have an adverse effect on members of one sex, has one of the following alternatives been implemented: • Delineation of two separate sets of criteria, one for males and one for females? • Delineation of criteria for the measurement of individual progress?		
5. **Are physical education facilities and equipment equally available to males and females according to the same criteria? [86.31(2)]**	_____	_____
____ Has an analysis been made of the policies used in allocation of facilities and equipment?		
____ Has the application of these policies been examined to ensure that it is free from adverse effect on students of one sex?		
6. **Do all physical education employment policies and practices require and provide equal treatment of staff on the basis of sex? [86.51(a)]**	_____	_____
____ Are job assignments made on the basis of qualifications and not on the basis of sex?		
____ Are schedules of compensation free from differentiation on the basis of sex?		
____ Are all extra-duty assignments equally available to members of both sexes?		
____ Is compensation for extra duty comparable for male and female staff?		
____ Are decisions regarding staff access to equipment and facilities made without regard to sex?		

	Has this been reviewed?	Is the institution/ agency in compliance?
___ Are decisions regarding fringe benefits and conditions of employment based on factors other than sex?		
___ Does the administrative structure of physical education programs ensure equal opportunity to male and female members of the staff?		
7. **Was an institutional self-evaluation of the policies and practices within physical education programs completed? (86.3(c)) Required by July 21, 1976)**	_____	_____
___ Have sufficient data been collected from existing records and representative samples of staff and students?		
___ Have all necessary corrective steps been taken unless barriers to their immediate implementation has been identified?*		
___ Have all necessary remedial steps been taken unless barriers to their immediate implementation have been identified?*		
___ Have plans been made and timelines established for the elimination of barriers to compliance?* Do these involve:		
· staff training;		
· curriculum revision;		
· rescheduling;		
· renovation or reconstruction of facilities?		
8. **Have records of corrective and remedial actions been placed on file and scheduled for maintenance for a minimum of a 3 year period? (86.3(d))**	_____	_____
___ Has information regarding Title IX compliance efforts in physical education been made available to staff, students and interested members of the community?		

List any activities referred to above which have not been completed.

If any of the numbered activities appear on your list, you may need to take immediate steps to ensure Title IX compliance. If other activities you listed, you should consider the positive benefits and, in some instances, the implicit requirement of implementing these steps as a method of ensuring full compliance. You may wish to review the Title IX regulation as a method of establishing priorities for implementation of the activities.

In thinking about the tasks that need to be completed, the following form may be useful.

TASK TO BE ACCOMPLISHED: _____

Steps required for _____ to complete task.
(person(s) responsible)

* RESOURCE TO PREPARE FOR THIS SECTION: Title IX and Physical Education: A Compliance Overview, adapted by the Resource Center on Sex Roles in Education from Title IX of the Education Amendments of 1972: A Manual on Physical Education and Sports Programs by Marjorie Blaufarb and Consultants and Staff of the American Alliance for Health, Physical Education and Recreation, c. 1976.

Anchorage School District Trainer substitute ASD evaluation form for this page.

WORKSHOP EVALUATION

I. How would you rate this workshop in the following areas? (Please circle the most appropriate rating.)

		Very clear				Not clear
A.	Objectives were made clear.	1	2	3	4	5
		To a great extent				Not met at all
B.	Objectives were met.	1	2	3	4	5
		Great value				No value
C.	Information was of practical value.	1	2	3	4	5
		Most relevant				Not relevant
D.	Handouts/materials were relevant to my present needs.	1	2	3	4	5
		Highly effective				Not effective
E.	Presentation was effective.	1	2	3	4	5

II. Circle one of the following ratings which best describes your feeling about this workshop in comparison to others you have attended?

1 One of the best 2 Better than most 3 About average

4 Weaker than most 5 One of the worst

What were the strongest features of the workshop? _____

_____

What were the weakest features of the workshop? _____

_____

Return to: Gender Equity Coordinator
Alaska Department of Education
P.O. Box F
Juneau, Alaska 99811

TRAINER'S MODULE EVALUATION

TRAINER NOTE: Now that you have completed the workshop, please take a moment to complete the following evaluation. Your input will be of vital importance as the modules are refined to meet the needs of teachers.

YOUR NAME: (optional) _____

NAME OF MODULE: _____

WHERE PRESENTED: _____

NUMBER OF PARTICIPANTS: _____

I. Trainer Instruction Sheet

A. Were training instructions clear and precise? _____ YES _____ NO

If no, please state page number and problem area: _____

_____

Other comments: _____

_____

B. Was the format of the Trainer Instruction Sheets easy to follow?

_____ YES _____ NO

II. Participant Activities

A. Which activity did the participants appear to enjoy the most?

_____

B. Are there any activities that you feel need to be eliminated or replaced? If so, please identify.

_____

_____

C. Was the timing allocated for activities appropriate?

_____ YES _____ NO

D. Overall, do you feel this module raised the participants' awareness of sex bias?

_____ YES _____ NO

_____

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Juneau, Alaska 99811

SEX-ROLE STEREOTYPING AND ITS EFFECTS ON BOYS*

Sylvia-Lee Tibbetts

In recent years, much has been said and written about sexism--a term which may be defined simply as "discrimination on the sole basis of gender" (Burton, no date). Men and women in our society are trained from infancy to fulfill different, sex-typed roles (Bem & Bem, 1975; Broverman, Broverman, Clarkson, Rosenkrantz & Vogel, 1970; Lee & Gropper, 1974). For example:

> Women are perceived as relatively less competent, less objective, and less logical than men; men are perceived as lacking interpersonal sensitivity, warmth, and expressiveness in comparison to women (Broverman, Vogel, Broverman, Clarkson & Rosenkrantz, 1972).

Although some data describe the harmful effects of sexism on the socialization of both boys and girls (Block, 1973; Engin, Leppaluoto & Fodor, 1973; Feminists, 1971; Weitzman & Rizzo, 1974, 1975), the greater part of this material stresses its adverse effects on females: girls are raised from birth to be less important, less active and less accomplished than boys (Tibbetts, 1975; Weitzman, Eifler, Hokada & Ross, 1972). Greater social value is ascribed to masculine than to feminine behaviors (Rosenkrantz, Bee, Vogel, Broverman & Broverman, 1968), and the things that men do are more highly regarded than the things that women do (Dornbusch, 1966; Lee & Gropper, 1974; Mead, 1949). If females demonstrate such "masculine" tendencies as independence and self-assertiveness, they are discouraged or damned with faint praise by being likened to "men" (Hudnut, 1928). The results of such consistent denigration of the feminine role appear early in the behavior of females. Although girls start off as better students than boys (Bem & Bem, 1975; Sadker & Sadker, 1974; Stanchfield, 1973), they gradually withdraw from competition with males (Sadker & Sadker, 1974; Tibbetts, 1975) as they learn that the boys are supposed to be the leaders, the doers, the winners (DeCrow, 1971).

Nevertheless, females are not alone in suffering from sexism in our society. Boys, too, are cramped by rigid sex-role stereotypes--images that require them to be strong, competent, fearless and brave, and never allow them to cry (Feminists, 1971; Weitzman et al., 1972).

> In the same way that girls are constrained by images which stereotype them as pretty and passive, boys are constrained by images which stereotype them as strong and unemotional. [Such images] encourage both sexes to limit their development (Weitzman & Rizzo, 1975).

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*Reprinted by permission from Sylvia-Lee Tibbetts, Journal of the National Association for Women Deans, Administrators, and Counselors, Washington, D.C., Spring, 1977.

Where It Begins

Sex-typing may be described as the teaching or learning of behavior appropriate to one's sex role. And the most potent factor in the sex-typing of individuals is probably the way parents treat their children (Fauls & Smith, 1956; Frazier & Sadker, 1973). The girl is treated more protectively and subjected to more restrictions and controls (Bem & Bem, 1975), while more demands to achieve and higher expectations are placed on the boy (Block, 1973; Mitchell, 1973). In short, parents channel the behaviors of their children in ways consistent with accepted patterns of sex-role behavior (Block, 1973).

Sex-typing goes on from early infancy when the mother treats her son as though he were sturdy and shows pleasure when his behavior fits the image (Hoffman, 1973), while girls are treated as if they are more fragile (Bem & Bem, 1975; Hoffman, 1973), and are encouraged to be more passive (Mitchell, 1973). By the time a child is five years old, he is fully aware of the behavior expected of him and has learned to identify with the appropriate sex role (Fauls & Smith, 1956; Ward, 1969). However, for the boy, more than for the girl, it seems to be vitally important that he understand his sex role, since it appears that "high self-esteem in males is a function of early success in recognizing and adopting masculine behavior" and is "contingent on continued success in meeting cultural standards of masculine achievement" (Hollender, 1972).

For a number of reasons, the male appears to have a more difficult time than does the female in developing the sex role so necessary to his self-esteem.

1. Male self-esteem is contingent on what is accomplished, rather than what one is (Block, 1973; Hollender, 1972). A boy receives the message that he must be a doer, a solutionizer. He must be instrumental and solve problems (Nelson & Segrist, 1973). It is the belief of some writers that boys have a more difficult time establishing their sex-identity because they must <u>prove</u> themselves, while girls need simply to <u>be</u> (Hollender, 1972):

   > A distinction reiterated in many different sources which both characterizes and explains this difference in the relative difficulty of girls' and boys' attainment of sex-role identity is that girls and women "are" while boys and men "do": feminine identity is "ascribed," masculine identity "achieved" (Chodorow, 1971).

   In a study of the attitudes of middle class fathers (Aberle & Naegele, 1952), it was found that "without exception fathers desire college training for their boys," while, although a majority of fathers plan a college education for their girls, they are more willing to admit that girls may not go. "Most of these men would prefer that their daughters marry, or expect them to." The fathers were pleased "if their boys display responsibility and initiative, perform well in school, stand up for themselves, show athletic ability, emotional stability," but it was enough for the girls to be sweet, nice, pretty and affectionate. In general, boys learn

that they must make an effort to enter the world of men; "society places the burden of proof of maleness on growing boys" (Firester & Firester, 1974). Girls are not similarly required to "prove" their femininity.

2. The male is more severely punished than is the female for acting in ways typical of the opposite sex (Hartley, 1959; Lynn, 1961).

The girl who is a "tomboy" or who chooses boys' toys and books is usually accepted without severe censorship--at least, as long as she is quite young (Chasen, 1974; Chodorow, 1971; Flammer, 1971; Hartley, 1964; Lynn, 1961). However, let a little boy ask for a doll, as almost all little boys do (Spock, 1972), or dress up in a skirt, and the reaction of his elders is one of shock and anxiety (Fields, 1971).

> It would be unheard of for boys to wear dresses; if they want to cook or play with dolls, do not like sports, or are afraid to fight, this is cause for panic by parents, educators and psychologists (Chodorow, 1971).

Boys get the message that they must avoid chores that are defined as feminine (Nelson & Segrist, 1973). Girls may be tomboys, but boys are not allowed to be "sissies" (Chasen, 1974; Engin et al., 1973; Maccoby, 1966), and boys who behave in a manner that suggests femininity are "singled out for special concern" (Engin et al., 1973).

Neither are males free to express their feelings as girls are (Block, 1973; Nelson & Segrist, 1973), and so they suffer from having to stifle their emotions in order not to risk appearing unmanly, or even homosexual (Olds, 1973). Males must "fight . . . not cry, tremble, scream or run. They must stay cool, take care of themselves, keep their own counsel" (Sexton, 1970). If he cries or expresses fear, a male is unacceptable (Weitzman et al., 1972)--a "sissy" (Feminists, 1971). Yet, the male, who is required to be so strong, is much more vulnerable to stress (Firester & Firester, 1974). Men are under more pressure than women--they have fewer escape valves, commit more suicides, and, if single, are more likely to be mentally ill (Sexton, 1970).

There appears to be strong "emotional resistance" (Chasen, 1974) to boys' engaging in "feminine" activities, and this resistance is often expressed by punishment at an early age (Hartley, 1959). The anxiety arising in boys from punishment for behaving in "feminine" ways is described by Hartley (1959) as "virtual panic at being caught doing anything . . . feminine," and, in [a] similar vein, Zimet (1972) remarks, "We know that boys show uneasiness, anxiety, and anger when they are in danger of behaving in ways regarded as characteristic of the opposite sex."

3. There is greater conflict regarding behavior in the development of the male than of the female.

The boy learns, on the one hand, that he is expected to act "masculine"--assertive, active and independent (Sadker & Sadker, 1974). He believes that adults expect him to be noisy and naughty, to mess up the house, get dirty and get into more trouble than girls do (Hartley, 1959). No boy is regarded as "all boy" unless he demonstrates aggressiveness (Peltier, 1968). But then, he discovers that his highly esteemed "masculine" behavior is not compatible with the standards of many with whom he comes in contact. When he gets to school, his training in independence and mastery is checked (Firester & Firester, 1974; Sadker, 1973); he finds himself in direct conflict with the authority of the teacher and becomes "troubled and confused by the female-dominated classroom" (Peltier, 1968).

The teacher, usually female, sets the standards for behavior in the classroom and requires students to be polite, clean, neat, nice, and obedient (Sexton, 1970; Shelly, 1973). The ensuing conflict between the "feminine" school environment and the boys' independence training may be related to the higher incidence of social and academic problems evident in boys as compared to girls (Fagot & Patterson, 1969). Taught to shun all "womanly" things, boys in school are placed under the jurisdiction of women and forced to "knuckle under" to that which they have been taught to despise (Hartley, 1959). "The pressure of being subjected to the impossible demand that they act manly, but live by feminine standards, undermines the self-esteem of many boys" (Firester & Firester, 1974).

There is a greater incidence of failure in social functioning in males as compared with females (Hartley, 1959), and masculinity is associated with serious, even criminal, misbehavior as well as with poor scholarship. "Delinquency rates notoriously have favored young males" (Hartley, 1959). Such tendency to misbehavior is seen as a result of conflict in a boy's understanding of the behavior expected of him. His boisterous, aggressive, "masculine" role consistently annoys the same people who would be upset if he behaved in a quiet, passive, "feminine" manner. He's damned if he does and damned if he doesn't.

> We suspect that the atmosphere of disapproval surrounding the average small boy as contrasted with the small girl may well be a factor in the nonconformity and resistance to authority which are often attributed to male adolescents and adults in our society (Tuddenham, 1952).

It is also possible that serious misbehavior in males is, in part, the result of tacit social acceptance of masculinity and criminality as two sides of the same coin. A comment by Grambs and Waetjen (1966) is revealing:

> These young men [are] certainly masculine--or they would not have dropped out of school and gotten into trouble with the authorities!

4. Males are less secure than females are about their own sex-identity.

One reason for males' anxiety over their sex-identity may be that they have greater difficulty than females in achieving sex-role identification (Lynn, 1964). Some writers believe that all children identify primarily with their mothers, but, while girls can continue this identification, boys must, at some point, shift and identify with men (Biller, 1970; Lynn, 1961, 1962, 1964). This results in a sexual identification conflict (Biller, 1970).

Sex-role identification is described by Lynn (1961) as "the actual incorporation of the role of a given sex, and . . . the unconscious reactions characteristic of that role." It is said to occur earlier for girls than for boys (Lynn, 1961; Ward, 1969), because the girl is closer to the same-sex parent (Lynn, 1961). She has models nearby at all times, in the persons of female caretakers and teachers. The boy, meanwhile, is under pressure to adopt the masculine rôle, but has inadequate exposure to male models (Hartley, 1959; Lynn, 1962). Lynn (1962) suggests that boys and girls learn their sex-role identification in different ways. The males tend to identify with a cultural stereotype and females tend to identify with their own mothers.

Hollender (1972) suggests another possible reason for males' anxiety over sex-role identification: "Male self-esteem may be less stable through adolescence and young adulthood as it continues to be contingent on what is accomplished rather than on who he is." Society demands that a male "prove himself." It is also possible that the greater latitude allowed girls to engage in "boys'" activities makes the girls less subject to cricitism for "unfeminine" behavior. Therefore, anxiety-creating criticism and punishment for inappropriate behavior is neither as severe nor as frequent for girls as it is for boys; and, since others do not so frequently call their femininity into question, girls have less reason to be concerned about their sex-identity.

5. The males must always be "best."

It is a burden for the boys always to have to be better than a girl (Olds, 1973). Females are capable of being as able and accomplished as their male peers; yet, if a male is to measure up to the masculine behavior expected of him, he cannot be outdone by a feminine "inferior."

Females have always contributed to the myth of their own inferiority (Tibbetts, 1975) and, so long as they are willing to do so, males' ego, where based on their "superiority" to women, is unshaken. But where females have not learned or refuse to play the game, the situation can be menacing to males:

> An increase in the apparent capability of females, whom they [males] are taught at all cost to avoid emulating and whom they are pressured to best in order to validate their masculinity, would be particularly threatening (Hartley, 1960).

> Since Hartley wrote in 1960, women have made a widely recognized effort to assert themselves and disclaim their "inferiority." Instead of playing the feminine game, they have revealed themselves to be the true equals of men in many areas. The cultural model of masculinity emphasizes a male who is autonomous, strong, independent, and able to make up his own mind, follow his own direction, and get along without much help or support from others (Sexton, 1970). But women, too, are able to adopt this model of behavior. While it may be a model that is often difficult to attain in today's society (Sexton, 1970), men who do not attain it are "failures," while women who do not are not scorned for such lack of success. To the male trained to believe that female is inferior, the experience of confronting female equality may be devastating.

Conclusion

It is not only females who need to demand liberation from their restrictive, stereotyped roles--males, too, must be freed. They must be allowed to do "boyish" or "girlish" things as they choose (Sexton, 1970); they must be encouraged to explore their possibilities to the fullest (Nelson & Segrist, 1973). The traditional role definitions that have deprived women of their full development have similarly deprived men of theirs. "If it is unfair to women to say that only men should be aggressive and competitive, it is unfair to men to say that only women should be nurturant and supportive" (Millsom, 1973). Sexual identity, instead of referring to a narrow range of characteristics and behaviors for males that is separate and apart from a similarly narrow range of characteristics and behaviors for females, should mean "the earning of a sense of self in which there is a recognition of gender secure enough to permit the individual to manifest human qualities our society, until now, has labeled as unmanly or unwomanly" (Block, 1973).

In order to overcome sport phobia, the equity professional must understand some background and issues of girls and women in sports. This section will present questions the equity professional may be asked while implementing an athletic equity project; answers to the questions are also suggested:

1. Why might the equity professional be afraid of confronting discrimination in the athletic leadership positions of coaching, officiating and athletic administration?

Several factors may account for the equity professional's fear of the athletic power structure. First, discrimination in the power structure of athletics has not been addressed at conferences or in writings of Title IV grantees, of the National Coalition of Sex Equity in Education (NCSEE), of the Council of Chief State School Officers (CCSSO), or of the Project on Equal Education Rights (PEER). Thus the topic is original in nature and unfamiliar to equity professionals who have received extensive training in other areas of inequities in schools, i.e., athletic participation, school administration, counseling, curriculum and vocational education.

Equity professionals may also lack a background in coaching or physical education thereby wrongly believing they are too inexperienced to confront the complex, masculine and "inpenetrable" domain of

athletic power. The athletic bastion is perceived as a sacred and intimate male domain which neither invites or welcomes "outsiders."

A third factor which may intimidate equity professionals is homophobia, the fear and ignorance of homosexuality and homosexuals. The common use of homophobia to scare women out of athletic participation and from involvement in the women's movement may also operate against the equity professional.

Stereotyping is the final factor which may deter equity professionals from addressing discrimination in the athletic power structure. Equity professionals may adhere to popular yet simplistic beliefs that all athletics are too competitive, too violent, too dangerous, too elitist and too commercial to fit with egalitarian values the equity professional espouses.

The equity professional needs to make a critical analysis of the role, costs and benefits of sport for females and males and arrive at a course to improve rather than ignore the sport institution, which is here to stay. The equity professional has closed her or his mind to the benefits that sports offer individuals and society and has stereotyped all athletic power structures as "corrupt" and "invulnerable." It is ironic that the equity professional can confront deeply imbedded hostilities in sexism, racism, anti-Semitism, classism and handicapism yet feels incapable of challenging another institution among many which reflects those prejudices. The athletic power structure is not the problem; the problem lies with avoidance, fear, ignorance and neglect among equity professionals.

2. Why should the equity professional be concerned about the declining number of women in athletic leadership positions?

Athletes, coaches and sports dominate the mass media. More coverage on television and in newspapers and magazines is given to a school's or college's athletic record than is ever given to academic records. Millions of American sport and fitness enthusiasts, spectators, fans, athletes, families of athletes and businesspersons spend hours of leisure time viewing, participating in, and avidly discussing sports or fitness events. The reality is that sports are a passion among millions of people around the nation and the world.

The influence the mass media exerts on young people and their aspirations and values is well known to equity professionals. If women and minorities continue to decline in their numbers as coaches and never attain the rank of athletic director, young people will have few role models of women and minorities in positions of decisiveness, authority, strength, teamwork and courage. The importance of visibility of women and minorities at sporting events and thereby being reported on the mass media is clear. This visibility must be present and active at local, state, national and international sporting events.

3. Why are women declining in coaching positions when female sport participation has increased so rapidly over the past decade?

Various factors can be offered to explain the decline of women as coaches of high school and intercollegiate sports. The writer has not yet gathered data on the actual loss or gain of women as sport officials and athletic directors so those categories are unknown at the present time.

Four reasons can be offered to explain the decline of women as coaches of Colorado high school sports; these same factors may apply to other states. Later the decline of women as college coaches will be discussed.

First, in Colorado the great demand in the early 1970's to staff girls' teams with competent coaches created numerous job openings for persons with competitive athletic experience. Prior to 1972 when Title IX was passed, women and girls were denied the privileges of high school and college athletic competition. Thus the supply of qualified male coaches far exceeded the supply of female coaches and male coaches were hired over the years. The improved prestige, attention and pay associated with girls' sports attracted many male teacher/coaches.

The excessive time demand of coaching is a second factor which may have discouraged many women from coaching. Several recent national studies have shown that a married woman working outside the home does four times as much child care and housework as her spouse who also works outside the home. The sharing of child care and housework with spouses is imperative for married women who want to coach or officiate and to date, this sharing has generally not materialized. Women who are single parents have neither the time or financial resources to fulfill the demands of a second job. All women whether single or married

must overcome the negative cultural stereotypes of women as "passive," "indecisive" and "incompetent."

A third explanation for the shortage of women as coaches is the conflicting philosophy between physical educators and coaches. Many early women coaches were physical educators who did not necessarily believe in the importance of competition and winning. Many of these early coaches saw fitness and recreation as the important goal and resigned from coaching as girls' competition and winning became important to students, coaches, administrators and parents. Yet both philosophies of competition and fitness have merit and women are needed as both coaches and physical educators.

A fourth explanation is that as women physical educators resigned from early coaching jobs, the women were replaced by men who had more experience and who had ties to the male power structure. Today, with many high school coaches resigning from coaching but not from teaching, few teaching positions are available to young women who could coach. Schools are stuck with hiring coaches from the aging teaching profession or hiring a part-time coach who only coaches after school. Few women who would like to coach can subsist on a part-time income.

At the collegiate level where women have declined as coaches of women's sports from 58.2% in 1977 to 53.8% in 1984, Acosta and Carpenter (1984) offer two contrasting explanations: 1) Women coaches believe the reasons for the decline to be success of the male network and failure of the female network; 2) Men coaches believe the reasons to be lack of qualified women and the unwillingness of women to recruit and travel. Further research on this question is needed.

Since coaching is the training ground for becoming an athletic director, women may also be declining or never arriving as athletic directors. The actual number and percent of women as athletic directors and officials at high school and collegiate levels is an area of needed research but beyond the scope of this study. Regardless of the reasons for women's decline, equity professionals have a responsibility to intervene and reverse this trend.

4. Don't values associated with sports conflict with feminist and egalitarian values?

Not all sports are excessively competitive, preoccupied with winning, violent, exploitive, commercial and corrupt as popular stereotypes would convey. There are undoubetedly abuses and damages in all levels of sports as there are in all other institutions.

Equity professionals have a choice of avoiding the athletic power structure altogether and allowing injustices toward women and minorities to continue or to jump into the middle of the sport establishment and try to direct improved opportunities for all persons regardless of sex, ethnicity or race.

Equity professionals should consider the positive values associated with sports and determine how these can be extended to more young women and young minorities: challenging one's own limits, team work, courage, excitement, managing stress, health, fitness, opportunities for scholarships and employment, and joy of self-discovery.

Considering the costs and benefits of athletics, equity professionals may discover a potent force for improving the status of women and minorities through high visibility of women and minorities in positions of athletic power.

5. Athletics is such a complicated male domain, how can the equity professional who is not a sport expert expect to be effective?

The same skills used to change sexist and racist attitudes and practices in educational institutions can be used to improve opportunities for women and minorities in the athletic power structure. In fact, equity professionals have an advantage working in athletics by being impartial to the different sports, incognizant of past personality conflicts, and not embittered by past failures. A fresh pragmatic approach is needed for an ancient institution steeped in patriarchal traditions. Equity professionals are champions of the practical approach to institutional problems; now we must go after the sport establishment.

6. Isn't the male athletic bastion too powerful and entrenched to be changed by equity professionals? Wouldn't our limited resources be better placed in an area more likely to change?

Equity professionals are accustomed to difficult tasks. Consider the heroic gains made over the past ten years critics said would "never" be accomplished:

a. Equal pay given for equal work

b. Sex discrimination in schools prohibited

c. Women controlling their reproductive lives

d. Interscholastic sports opened to girls

e. Scholarships provided to collegiate women athletes

f. Sexual harassment considered illegal instead of a normal working condition

g. A woman appointed to the Supreme Court

h. Women ordained as ministers, priests and rabbis

i. Women selected as astronauts

j. Women accepted in U.S. military academies

k. Women running a marathon (26 miles) in the Olympics

The athletic power structure is no more difficult to change than the military, church, judiciary, work force or the school. Equity professionals have always recognized the institutional nature of sexism; having tiptoed on to the safe plains of female sport participation, the equity professional must now strategize access to the plateau and to the summit.

7. Why have women coaches and athletic directors allowed this decline to occur when women in business and other professions have increased their numbers and percentages over the years?

Women in athletics have encountered severe barriers to upward mobility unlike barriers faced by women in business, trades and other professions. An understanding of these barriers is important so that

equity professionals do not accept an oversimplification or a "blame the victim" interpretation of the problem. This explanation is not intended to relieve women in athletics of partial responsibility for the problem; rather it is to bring out the issues of patriarchal intimidation of women who challenge the traditional female stereotype by being strong, healthy, decisive and competent.

Five factors may help explain the lack of upward mobility for women in athletics. First, the major barrier to women's upward mobility is no agreement of whether women should be in sports at all. Sport has been a patriarchal institution which has excluded girls and women on the basis of their presumed "biological inferiority." Widespread acceptance of this myth keeps many women out of sports altogether. With little access or encouragement for entry level sport participation it is no wonder that upward mobility is difficult if not impossible.

A second reason contributing to the lack of upward mobility for women in sports is the curious neglect of examining sexism in sport among feminist scholars and feminist sociologists according to Boutilier and San Giovanni (1983). Whereas these feminists have written powerful and provocative essays and anthologies about sexism in politics, economics, sociology, psychology, sciences, business and industry, none have examined the sexist institution of sport and its impact on the quality of girls' and women's lives. Why have not feminist scholars like Jessie Bernard, Gloria Steinem, Betty Friedan, Jo Freeman, Gerda Lerner, Eleanor Maccoby and Carol Jacklin, Kate Millett and Robin Morgan addressed the potential of feminist vision and female experience for reshaping the sport institution?

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A third factor which may block upward mobility for women in sports is role conflict experienced by many women in nontraditional jobs. A woman coach doing work nontraditional for her sex must overcome the sex stereotype that women cannot be both feminine and athletic: this cognitive dissonance of proper role may be dealt with by women in sports by minimizing the importance of what they do and by adhering to a more conservative nonactivist role in the sport establishment.

Intense homophobia is the fourth factor which may prevent women from climbing the athletics ladder. Although no evidence exists that homosexuality is more prevalent among athletic women than among nonatletic women, stereotypes and myths continue to scare women out of aspiring to and planning for promotions. Heightened visibility in a leadership position as a coach, official or athletic director could cause a woman more questions about her personal sexuality. Many women choose to avoid high positions and visibility altogether in order to minimize intrusions into their personal lives.

The final explanation for the decline rather than rise of women in athletic leadership positions over the past decade is the athletic woman's use of leisure time. Women coaches and athletic directors work long hours during nights and weekends often in addition to teaching, preparing lessons and grading papers. Hours spent with teams and athletes in competing, training, traveling, practicing, recruiting and marketing are hours that cannot be spent in reading feminist literature or in attending consciousness-raising (CR) groups or feminist conferences.

Women coaches may have channeled their feminist awareness into the growth and development of their athletes and their programs. Who needs a CR group to prove women are strong, courageous and can work as a team when your daily life attests to that reality?

Thus the equity professional can see the formidable barriers facing women or minorities who aspire to promotion and leadership in the athletic establishment. A collusion of neglect and fear among feminist scholars, equity professionals and athletic women themselves has resulted in this downward trend and if not addressed by all parties will result in few or no women in athletic leadership positions by the year 2000. Blaming the victim will not help; educating the victim will.

8. What should be the goal for women and minorities in athletic leadership?

The French philosopher Simone de Beauvoir suggested two goals women and minorities may strive for in their drive for justice and full representation in society. The first goal is parity with those in power and the subsequent second goal is transformation of the social institution.

In the case of the athletic power structure, the writer suggests de Beauvoir's vision that women should be 99% of girls' and women's teams coaches to match the 99% of men who are boys' and men's coaches. Women including a proportionate share of minority women should be approximately 50% of sport officials, athletic directors and governing board members inasmuch as females are already one-third of the high school and collegiate athletes and will soon be one-half of all athletes due to growing interest and encouragement among young women.

Since racial and ethnic minorities comprise about 21% of the Colorado population, the writer suggests at least 21% of the athletic leadership roles be held by males and females of racial or ethnic minority status.

Once parity is attained perhaps by the year 2000 a transformation of the athletic institution may be in progress. Women and minorities will bring their sensitivity and world view to the helm of athletic teams at the high school, collegiate, professional and Olympic levels.

Perhaps abuses and excesses of the present structure will be eliminated as a result of diverse ownership and accountability in athletic structures. It is always possible women and minorities selected as athletic leaders will overlook present injustices for their own personal upward mobility. However, as the nation and world move toward a multicultural interdependent global village, survival and enhancement of all persons depends on representative self-governance and representative internal communication. Women and minorities in athletic leadership positions in proper proportion may help reduce misunderstandings and hostilities and enable sports to promote excellence and appreciation of differences among young people and people of all ages.

WOMEN'S SPORT PROMOTION UNIT

FACTS SHEET

A PROGRAM OF THE AUSTRALIAN SPORTS COMMISSION NUMBER 4

OLYMPICS

NUMBER OF EVENTS IN SUMMER/WINTER OLYMPICS 1988

1988:	SUMMER OLYMPICS	151	men's events
		14	mixed events
		72	women's events
1988:	WINTER OLYMPICS	31	men's events
		2	mixed events
		16	women's events

NUMBER OF EVENTS IN PARTICULAR SPORTS FOR MALES & FEMALES

	Male	Female
CYCLING	7	2
ATHLETICS	24	18
ROWING	8	6
CANOEING	9	3
GYMNASTICS	8	7
WRESTLING	20	-
FENCING	6	2

WOMEN'S SPORT PROMOTION UNIT

FACTS SHEET

A PROGRAM OF THE AUSTRALIAN SPORTS COMMISSION NUMBER 5

WHAT RESEARCH TELLS US

- There are more unfit girls than there are unfit boys.
  . ACHPER National Fitness Survey 1985

- There are more obese girls than there are obese boys.
  . SHAPE Project (S.A.)

- Fewer women are involved in regular physical activity than men.
- Fewer women than men return to physical activity later in life.
  . Federal Government Recreation Participation Survey Feb/June 1986

- More girls drop out of regular physical activity earlier than boys.
  . Commonwealth Schools Commission 'Girls and Physical Activity Project' 1985-1987

- There is significantly less media coverage of women's sport as compared to men's
  . Menzies 1980, 1984

- The number of women in coaching, administration and officiating positions is disproportionate to men
  . ACC/NCAS 1987

- Women's access to sponsorship has been minimal

- Government funding for women's sport has been inequitable
  . National Policy and Plan for Women in Sport

WOMEN'S SPORT PROMOTION UNIT

FACTS SHEET

A PROGRAM OF THE AUSTRALIAN SPORTS COMMISSION NUMBER 6

WHAT RESEARCH TELLS US

- Practically everything you do in your daily life involves physical activity and competancy in physical activity has a significant effect on your self esteem.

  Dyer 1986

- Girls in general have lower self-esteem and more negative self-concepts than boys.

  Taylor 1981, 1982

  Edgar et al 1974

  Connell et all 1975

- Women who are involved in physical activity have a higher level of self-esteem than women who aren't.

  Robertson 1981

  Poole 1983

- An individual's self esteem and self concept are closely linked to the appearance and function of their body - girls are more critical of their bodies than boys, especially at adolesence.

  Bardwick 1971

  Fisher 1964

- Concepts of body image develop at a very early age and strongly influence the activities in which boys and girls participate.

  Dyer 1986

- Women tend to attribute their success in physical activity to luck, whereas men explained their performance on the basis of effort.

  Schaffer 1981

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